

Modern Approach to Teaching Russian as a Foreign Language

Almatov Sadriddin Abdurakhimovich

Teacher assistant At the department of Uzbek language and Literature At the Andijan Machine-Building Institute (AndMI)

Annotation: Modern approaches used in the process of teaching Russian as a foreign language are considered. Communication and technological transformations in society have involved both direct and indirect communication (for example, via the Internet) a large number of people of various professions, ages and interests. Correspondingly, the demand for the use of the Russian language also increased. Teaching the language as a means of communication and generalization of the spiritual heritage has acquired priority significance.

Keywords: Russian as a foreign language, approaches to teaching, system-language approach, functional approach.

In the policy documents of the Republic of Uzbekistan, at a meeting of the Board of Trustees of the Foundation of Uzbekistan, it is noted that raising a healthy and harmoniously developed generation means building the foundation of a state with a great future, winning high prestige in the world. This can be achieved, in our view, by having a perfect command of languages, especially Russian these days. If in the previous decades of the twentieth century, the circle of people who had the need to communicate in Russian was quite narrow, now the situation has changed.

Communication and technological transformations in society have involved in both direct and indirect communication (for example, through the Internet) a large number of people of different professions, ages, and interests. Accordingly, the need to use the Russian language has increased. Teaching the language as a means of communication and generalization of spiritual heritage has acquired priority importance. On the threshold of the new century, the socio-cultural context of language learning, especially the Russian language, has changed significantly. While agreeing with E.I. Passov [1], who calls for the formation of a “spiritual person” in the process of learning a foreign language culture (the Russian language), we cannot fail to recognize that the Russian language certainly provides us with all the opportunities to educate such a person. In this regard, the concept of “linguistic personality” not reduced to mastery of the language system, knowledge of linguistic rules and categories, which is still the case in Russian language pairs. Language becomes part of social memory, a set of meanings that constitute the guiding basis of activity not only speech, but also other, for example, cognitive, since speech by nature is a “no instinctive, acquired”, “cultural” function [3].

The use of materials on linguistic and regional studies in the process of teaching Russian as a foreign language helps foreign students to adapt to the new cultural and linguistic environment. As a means of transmitting linguistic and regional information, students presented with a text as a linguistic and at the same time speech unit [3]. The selection of texts carried out according to criteria relevant to the goals and objectives of the educational process. First, the communicative needs of foreign students, their requests, cognitive interest taken into account. In addition, the educational tasks that the teacher sets for himself are of decisive importance [2]. Based on the material of the texts, students can be acquainted with outstanding personalities and their achievements in the field of science, culture, and sports in Russia. The implementation of

ISSN 2792-1883 (online), Published in Vol: 2 No: 2 for the month of February-2022

Copyright (c) 2022 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>

educational and educational tasks involves the involvement of texts of different styles and genres: artistic, scientific, official business, journalistic, colloquial style texts.

Thus, the educational and self-educational functions of the Russian language have significantly increased their professional importance in school, university, the labor market as a whole, which led to increased motivation for communication. In the practice of work in educational institutions, the urgent problem of the day is the education of a socially active person, capable of taking responsibility for his or her own decisions [5-15]. For graduates of educational institutions requirements for readiness to be oriented in an information-rich life, for continuous self-learning have become mandatory. The use of the communication network in the study of Russian as a foreign language for the students of our universities is the norm of today. In this regard, the use and improvement of educational process methods and educational technologies are of particular importance.

Especially it concerns the sphere of learning Russian as a foreign language, where interaction with the teacher in the classroom cannot be effective without students' independent assimilation of the necessary vocabulary. And also in parallel it is possible to use the linguacultural approach in teaching Russian as a foreign language, which is the basis for the formation of linguistic personality, involves, from our point of view, not only a dialogue with ethnic cultures, but also familiarizing the individual to the culture of universal, and in its components - professional, environmental, informational [16-25]. The research of the real state of the problem in the theory and practice of teaching Russian as a foreign language at schools, academic lyceums, vocational colleges and universities revealed. Insufficient level of development of theoretical and methodological approaches to the implementation of the socialization of the modern information society on the basis of effective language proficiency with the latest information technology and therefore the use of listening is relevant in teaching methodology.

The Russian language for non-philologists is one of the most difficult subjects, and the verbal expression of the content of the subject of speech causes difficulties (for example, retelling a text full of comparisons, metaphors, figurative expressions). It is very important carefully select literature for foreign students; the use of local linguistic materials will stimulate students' motivation, form and maintain interest in learning a foreign language. Such materials include authentic texts (excerpts from fiction, articles from magazines and newspapers, dialogues), poems, and songs. Watching TV shows, documentaries and feature films in Russian will also contribute to the expansion of students' awareness in all spheres of life.

Base the teaching of Russian as a foreign language must meet the requirements of the time, on the progressive achievements of science and technology. Internet technologies can be successfully used in classrooms for students to search for additional information on the topic being studied (collecting the data necessary to create a computer presentation), in order to check the level of knowledge of students (working with various online tests, online dictionaries). Among the means that actualize the cognitive activity of students in the study of Russian as a foreign language, one can name humor as one of the most effective methods of positively influencing the audience, it helps to maintain the interest and attention of students, creates a favorable emotional atmosphere in the classroom.

It is also important to encourage foreign students to read books, magazines and newspapers on their own, watch TV shows, documentaries and feature films in Russian, which will help expand the worldview of students in completely new socio-cultural circumstances. Approaches to the study of a language are determined both by the main function of the language itself, which is intended to be the most important means of communication, cognition and influence, and by the demand of society for the formation of a diversified personality capable of being socially active and

possessing a communicative culture [1]. The category “communicative culture of the individual” implies the ability to build a statement in accordance with known styles, genres, types of speech activity, knowledge of language norms, practical skill in conducting a conversation and arguing one's position, knowledge and application of the rules of speech etiquette.

Teaching Russian as a foreign language also covers vocabulary, in the study of which the system-language approach is the most effective. Within the framework of this approach, it is important to demonstrate to students the role of language units (lexical, morphological, and syntactic) in achieving the communicative goal, since the speaker or writer is interested in expressing his opinion, in the success of communication [2]. For example, students must make sure that for the artistic description of a certain object, person or phenomenon, it is necessary to use various adjectives, and it is impossible to describe the labor process without the use of verb forms. With this approach, work on the development of speech will become more purposeful, since students will actively develop private speech skills.

Sustainable listening comprehension skills can become if the student improves them independently in his free time. It can be promoted by means of information and communication technologies that allow hearing speech of native speakers, seeing the educational information by means of a computer, providing immediate feedback between a student and a teaching tool, as well as organizing educational activities at an individual pace and controlling the results of assimilation [26-37]. The success of students' acquisition of Russian as a foreign language is determined by many objective and subjective factors, among which the degree of development of psychological mechanisms of listening comprehension; awareness of own goals of language learning are of particular importance. At the same time, based on the linguacultural approach and equating the process of language personality formation to the process of personality socialization, we expand the concept of linguistic personality, understanding under language personality not just any native speaker capable of producing speech works in this language, or a typical representative of this linguistic community.

The concept of “socialization of personality”, on the one hand, narrowed by us to its interpretation from the point of view of effective language possession as a mechanism of a person is fitting into the system of being, mainly through that part of the human conceptual world. Which is “tied” to language and refracted through language forms, on the other hand, there is a significant expansion, even globalization of the interpretation of the concept of “socialization of personality”. Due to the systemic nature, multi-functionality of language itself, through which knowledge is integrated, consciousness is formed as a human property, abstract thinking, memory is developed, general intellectual development is provided, etc.

It particularly emphasized that, treating Russian language as the main means of personality socialization in a modern information-humanitarian society; we consider informatization and humanitarization in a continuous unity, understanding under informatization of society the humanities in the broad sense of the development of informatics and electronic computer technology: philosophical, sociocultural, worldview, ideological, methodological.

In the XXI century, the study of languages in the CIS countries designed to “socialize” personality through the formation of the ability to freely navigate the flow of information, filter the main thing through the prism of human values and mentality of students. Independently determine the directions and limits of the necessary information, free to own the ways and means of management and transmission of information, through the teacher.

In the modern world, the changing requirements and need for the study of the Russian language have determined new methods and goals of education in secondary school, academic lyceum,

vocational college and higher educational institution, aimed at developing the personality of the student - active, proactive, enterprising, active, highly cultured. A patriot with a developed gift of humanity and non-standard creative thinking, able to fully live and work successfully in the conditions of a modern information society, in a market and democracy, urgently require a new content of education. including, and above all, the Russian language, which occupies one of the leading places in the educational and upbringing system, new teaching aids, methods and technologies, the fundamental principles of which, in our opinion, should be an authorized, integrative, activity and automated approach to learning, upbringing and development.

References

1. Akhmedova, M. M. "Problems of teaching the grammatical aspect of the Russian language". *Problems and prospects of the development of philological science at the present stage: Int. conf. (Navoi, 2018)*. Navoi. 2018.
2. Passov E.I. Komp'yuternye tekhnologii v obuchenii inostrannym yazykam. Uchebnoe posobie dlya vuzov [Computer technologies in teaching foreign languages. Textbook for universities]. – M.: MIR, 2021.
3. Stepanenko V.A. Informatika: problemy, metodologiya, tekhnologii: materialy NI Mezhdunarodnoj nauchno [Informatics: problems, methodology, technologies: materials of the XI International scientific]// //Vestnik MGU. – M.: 2021, MGU.
4. Alijonovich, A. R. (2021). Classification of Machine Control Systems and Automated Systems. *International Journal of Development and Public Policy*, 1(4), 45-47.
5. Abdullajonovich, X. S., & Alijonovich, A. R. (2021). TARJIMADA SO'Z TANLASH MASALASI YOKI BADIY TARJIMADAGI MUAMMOLAR. *Eurasian Journal of Academic Research*, 1(9), 334-337.
6. Alijonovich, A. R. (2021). Easy Ways to Learn English Language. *Journal of Pedagogical Inventions and Practices*, 3, 98-100.
7. Абдувоитов, Р. А. (2021). LINGUISTIC CHARACTERISTICS OF THE TERMS RELATED TO THE "MARKET ECONOMY" CONCEPT WITHIN BUSINESS ENGLISH LEXICON. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 4(2).
8. Хурулбоев, Ш. А., Нишонов, И. А., Мамаджонов, А. В., & Абдувоитов, Р. А. (2020). ХОРИЖИЙ ТИЛЛАРИ ОНЛАЙН ЎҚИТИШНИНГ САМАРАДОРЛИГИ ВА ИСТИҚБОЛИ. *ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ*, (SI-2№ 8).
9. Ашурова, С. А. (2021). АКТУАЛЬНОСТЬ ПЕРЕВОДОВ ПРОИЗВЕДЕНИЙ ГАФУРА ГУЛЯМА НА РУССКИЙ ЯЗЫК. *Eurasian Journal of Academic Research*, 1(9), 315-321.
10. Хусанова, М. К. (2021). РИТОРИЧЕСКИЕ ФОРМЫ ВЫРАЖЕНИЯ РЕЛИГИОЗНЫХ ВЗГЛЯДОВ. *Eurasian Journal of Academic Research*, 1(9), 369-373.
11. Хусанова, М. К., & Сотволдиева, Д. Б. (2020). ИСПОЛЬЗОВАНИЕ ДЕЦИМАЦИИ И ИНТЕРПОЛЯЦИИ ПРИ ОБРАБОТКЕ СИГНАЛОВ В ПРОГРАММЕ МАТЛАВ. In *ЦИФРОВОЙ РЕГИОН: ОПЫТ, КОМПЕТЕНЦИИ, ПРОЕКТЫ* (pp. 970-975).
12. Сотволдиева, Д. Б., & Хусанова, М. К. (2020). СРАВНЕНИЕ ФИЛЬТРОВ С КОНЕЧНОЙ ИМПУЛЬСНОЙ ХАРАКТЕРИСТИКОЙ И БЕСКОНЕЧНОЙ ИМПУЛЬСНОЙ ХАРАКТЕРИСТИКОЙ В ПРОГРАММЕ МАТЛАВ. In *ЦИФРОВОЙ РЕГИОН: ОПЫТ, КОМПЕТЕНЦИИ, ПРОЕКТЫ* (pp. 840-845).

13. Хурулбоев, Ш. А. (2021). КОНВЕРСИЯ В СОЗДАНИИ НЕОЛОГИЗМА И ЕГО РОЛЬ В ГАЗЕТНОМ СТИЛЕ. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 4(2).
14. Хурулбоев, Ш. А., Нишонов, И. А., Мамаджонов, А. В., & Абдувоитов, Р. А. (2020). ХОРИЖИЙ ТИЛЛАРНИ ОНЛАЙН ЎҚИТИШНИНГ САМАРАДОРЛИГИ ВА ИСТИҚБОЛИ. *ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ*, (SI-2№ 8).
15. Irgasheva, N. D. (2022). INGLIZ TILINI O'QITISHDA ZAMONAVIY INNOVATSION TEXNOLOGIYALARDAN FOYDALANISH. *Eurasian Journal of Academic Research*, 2(1), 21-24.
16. Nabievna, N. D. (2021). The Difference Between Mother–In-Law and Daughter-InLaw in Uzbek Families with Mother-In-Law and DaughterIn-Law in Other Countries Families. *Zien Journal of Social Sciences and Humanities*, 3, 14-17.
17. Nabievna, N. D. (2021). The importance of interactive games in english language teaching and their impact on the teaching process. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(4), 1086-1089.
18. Nabievna, N. D. (2021). The Essence of Upbringing and Preservation of Traditions in Uzbek Families. *International Journal of Development and Public Policy*, 1(4), 54-56.
19. Nabievna, N. D. (2021). UZBEK NATIONAL CLOTHES AND THEIR HISTORY. *Editorial board: Tone Roald, PhD Associate Professor of Psychology University of Copenhagen*, 186.
20. Nosirova, D. N. (2022). THE ROLE OF FOREIGN LANGUAGES IN CREATING A NEW ENLIGHTENED SOCIETY OF UZBEKISTAN. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(1), 364-372.
21. Nabievna, N. D. (2022). THE IMPORTANCE OF THE CONSTITUTION IN THE LIFE OF OUR SOCIETY. *ИЖТИМОЙ ФАНЛАРДА ИННОВАЦИЯ ОНЛАЙН ИЛМИЙ ЖУРНАЛИ*, 2(2), 1-3.
22. Nabievna, N. D. (2022). KONSTITUTSIYANING JAMIYATIMIZ HAYOTIDGI ANAMIYATI. *Барқарорлик ва Етакчи Тадқиқотлар онлайн илмий журнали*, 2(1), 151-153.
23. Murodovna, M. G., & Nabievna, N. H. (2016). Use of essentielle Forte n in complex treatment of Antiphospholipid syndrome in women. *European science review*, (9-10).
24. Nabievna, S. B., & Adxamjonovich, A. A. (2021). The chemical composition and properties of chicken meat. *Innovative Technologia: Methodical Research Journal*, 2(10), 25-28.
25. Yuldasheva, L. R. (2022). DISTANCE LEARNING: THE FUTURE OF EDUCATION DEVELOPMENT. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(1), 596-603.
26. Юлдашева, Л. Р. (2021). COLLOQUIALISMS AND THEIR ROLE IN THE ENGLISH LANGUAGE. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 4(2).
27. Yuldasheva, L. R. (2021). ICT-COMPETENCE AS A PROFESSIONAL CHARACTERISTIC OF A MODERN TEACHER. *International Journal of World Languages*, 1(2).
28. Рустамова, Ф. М. (2019). ЛИНГВОМАДАНИЯТШУНОСЛИК ХАЛҚ РУҲИАТИНИ ТИЛДА ИФОДАЛАНИШ ОМИЛИ СИФАТИДА. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, (6).

29. Qizi, R. D. T., & Qizi, M. F. M. (2021). Developing the critical thinking of primary school students. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(10), 769-772.
30. Mamadjanov, A. V. (2022). THE INFERNAL THEME IN MY LERMONTOV'S POEM "DEMON". *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(1), 587-595.
31. Abdurakhimovich, A. S. (2021). Genre Compositional Features of M. Semyonova's Novel "Valkyrie". *International Journal of Development and Public Policy*, 1(4), 65-67.
32. Abduvoitov, R. A. (2022). THE HERMENEUTIC CONCEPT OF THE TRANSLATION OF PROSE AND NOVELS. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(1), 483-490.
33. Абдувоитов, Р. А. (2021). LINGUISTIC CHARACTERISTICS OF THE TERMS RELATED TO THE "MARKET ECONOMY" CONCEPT WITHIN BUSINESS ENGLISH LEXICON. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 4(2).
34. Samandarova, G. (2021). IMPROVING THE TRANSPARENCY OF THE STATE BUDGET IN UZBEKISTAN. *Збірник наукових праць SCIENTIA*.
35. Samandarova, G. (2021). SCIENTIFIC AND THEORETICAL TRANSPARENCY OF THE STATE BUDGET BASICS. *Архив научных исследований*, 2(1).
36. Samandarova, G. M. K. (2021). Analysis of the practice of transparency in budget policy in Uzbekistan. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(9), 317-327.
37. Kurbanova, D. X. (2021). Modern approach to teaching Russian as a foreign language. *Science and Education*, 2(10), 613-618.